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ABSTRACT

This scripted dialogue is a fully documented story about the history and conditions of one group of post-secondary teachers of English. The narrative focuses on the proposal of this group of "permanent" temporary writing instructors from Western Illinois University to convince administrators to change their status to tenure track by allowing the Master's Degree to be considered a tenurable degree for composition in the Department of English and Journalism. The document contains dialogue among five participants in the story as well as a detailed overview of their proposal. A chronology of the university's definition of and edicts concerning temporary instructors is included; and nine appendixes, including a chronology of working conditions, salary charts, evaluation criteria, letters and memoranda, are attached. (Contains 15 references.) (Author/SAM)

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The Permanent Temps' Lament: Why not Tenure Status?

Abstract

This scripted dialogue was presented as a panel under the category of Working Conditions at CCCC in San Diego. It is a fully-documented story of the history and conditions of one group of post-secondary teachers of English. The narrative focuses on the proposal of this group from Western Illinois University to change their status to tenure track by allowing the Master's degree to be considered a tenurable degree for composition in the Department of English and Journalism. The document contains the dialogue between five participants in the story and extensive handouts documenting each step. It also contains the reaction of a very sympathetic audience in San Diego; one phrase that surfaced in discussion with this audience was "Common Law Tenure" which may best describe the status of the "Permanent Temps" in the title.

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The Permanent Temps' Lament: Why Not Tenure Status?

by
Hallie S. Lemon
Joan Livingston-Webber
Randy Smith
Kris Jacobus
Therese Purdy

This **scripted dialogue** was presented at CCCC in San Diego on April 2, 1993. When the events in this narrative occurred, Joan was in a tenure-track position at Western Illinois University, and the rest of the panel were "Permanent Temps." However, when this dialogue was presented at San Diego, Joan had moved to Nebraska University at Omaha, Randy had begun work on his Ph.D. at the University of Illinois-Chicago, and Kris was teaching in an experimental block program at Lewistown High School; only Hallie And Therese were still at WIU.

The original handouts contained comments written on departmental ballots which were to be made available for inspection within the department as well as excerpts from letters by members of the administration. When we returned to campus, objections were made to our citing these documents in that particular form as well as to our telling this story at all. Therefore, we have chosen to leave the comments on the ballots as they were, but the letters have been included in their entirety in the Appendices. In addition, to give some indication of the sympathetic reaction of the audience at San Diego, the responses to this session have been tabulated and are included in Appendix 9. Joan described the condition of Permanent Temps in the question and answer period following the dialogue as sounding like "Common Law Tenure" which is why that comment surfaces in the reactions but does not appear in the text itself.

Joan (Segment A):

We're going to present to you here a narrative of a proposal to accept the master's as a tenurable degree for writing faculty. Let me begin with a

description of the setting for this narrative.

Western Illinois University is located in downstate Illinois. It has about 12,000 students and grants bachelors and masters degrees. WIU was once a normal school and later a state teachers college, and the college of education still has a central place in the university. But the department graduating the most majors is criminal justice. So one student population attracted to the university, besides those who want to be teachers, are students who want to be cops. With low tuition and low admission criteria, the school also attracts students who are neither sufficiently smart nor sufficiently poor to put together a solid financial aid package elsewhere. WIU also has a number of commuter students placebound by jobs, families, or lack of resources.

Randy (Segment B):

In October 1991, The Instructors Caucus at Western Illinois University's department of English proposed the department accept the M.A. as a tenurable degree for the teaching of first-and second-year writing courses. This proposal, shaped with the support of several tenured faculty, was offered as a way to remedy the low salaries of twenty (down from twenty-seven in 1989-90) temporary instructors who taught approximately seventy percent of the writing sections. The proposal's effect, however, was to <u>end</u> discussion and increase animosity between many instructors and professors.

First, a qualification. The position of temporary instructor in English at Western is certainly better in some ways than similar positions elsewhere. Our collective bargaining agent, University Professionals of Illinois (UPI/AFT) has won some job security for us by negotiating a reemployment roster. Additionally, our teaching load has been 4/3 (down from 4/4) since 1991. And our department chair and Director of Writing have helped increase significant instructor involvement within the department. We have health benefits. We are not freeway fliers and acknowledge this. Nevertheless, our salaries remain inequitable compared not only to any nation-wide average but also to the salary of other temporary instructors at W.I.U.

So because we saw the opportunity to earn tenure as a possible way to raise our salaries and improve job security, we decided to open a conversation with our department. We did not ask to be given tenure outright for past accomplishments or length of service. We asked whether, given the level of professional involvement of a stable corps of experienced writing faculty, our department could imagine developing, in Sharon Crowley's words, "an alternate model of employment"(335), a model that could both encourage and reward instructors who would choose to try for tenure. We saw ourselves, perhaps naively, as invoking the audience we addressed; we wanted our department to explore this possibility with us while we persuaded them of its merits. We saw ourselves as asking, essentially, "Since certain measures in place have encouraged disciplinary engagement and improved our conditions, can we consider a limited tenure as a way both to encourage even more professionalism and raise low salaries?" We asked this since neither the department, the college, the university, nor UPI had succeeding in raising salaries over a number of years.

I want to look briefly at the timetable of conditions (Appendix 1). While some of these changes look remarkable for universities like ours, others are less common. By or shortly before 1972, instructors were hired exclusively by temporary contract and no longer permitted to teach sophomore literature surveys. By 1974, professors taught three sections of compositions per year, a practice that ended in 1984.

An important change came in 1985. The University Professionals of Illinois, the AFT bargaining unit, gathered instructors and other academically "fringe people," to borrow Richard Weaver's term, for representation in a "B" group. (Tenured and tenure-line faculty constituted the "A" group.) At this time, the UPI helped establish a Reemployment Roster for instructors based on seniority (see Appendix 2). In 1988, however, unbeknownst to temporaries, the UPI negotiated a third term for placement on this roster: "highly effective," which made the yearly evaluation for reemployment more difficult and risky (Appendix 2). In 1990, a provost sympathetic to demands for increased and

equitable salaries reduced the instructors' teaching load from 4/4 to 4/3, which in effect increased our pay. At this time we hope the 4/3 load will be retained by a new provost should one be appointed in 1994.

I have mentioned a few changes that affected all instructors. Hallie will now speak about how she experienced some of these changes.

Hallie (Segment C):

For ten years I have enjoyed teaching composition at Western Illinois University and until fall of 1991 believed my literature and journalism colleagues were genuinely interested in improving the working conditions of instructors. Serving on the Department Council in 1987, I heard Instructors' Salaries as a key agenda item. On November 3, 1987, literature faculty moved to send a resolution composed by Forrest Robinson first to a Department Meeting and then on to the university President.

> The low salaries of English composition teachers represent an affront to reason. Western Illinois University cannot profess a high regard for writing skills across the curriculum, on the one hand, and then pay near poverty-level salaries to English instructors, on the other hand, without sending a clear message of disregard and disrespect--completely contradicting stated ideals and undermining faculty self-esteem. We believe you do not approve of this situation , but this is where the matter stands. At 14,500, our instructor colleagues can be turned down--and have been--in credit card applications.

This letter was signed by 57 members of the Department of English and Journalism. In addition, our students working on the school newspaper ran a full, double-page spread on the situation; a tenured faculty member wrote a separate letter to the editor of that same paper; I composed a letter to the Union, this time signed by 37 members of the department noting:

> The most troubling aspect of this distressing situation is the feeling that our union is partly responsible. You have negotiated this salary. When we address the administration, we are told that they cannot raise the salary of bargaining unit members because this is a matter for contract negotiation. Surely, you would prefer to be known as the union responsible for bringing instructors' salaries up to a living wage consistent with the national average of $21,000?

What we did at Western can backfire if the Temporaries don't have the protections we have. Friends of ours who received their MA's at Western and

were teaching at the University of North Carolina-Wilmington did not have the protections of a union. One of these teachers was the subject of a profile on his teaching and discussed the poor treatment of Instructors with the reporter. Upon publication of the article the administration got very upset; since the Instructors were only Temporaries, the administration did away with their positions, thereby alleviating the problem of poor treatment of staff.

Presenting a paper on collaborative learning at the Wyoming Conference of English in 1987, I can remember while there talking with the national committee on the implementation of the Wyoming Resolution (Sharon Crowley, James Raymond, Linda Robertson, James Slevin). Although WIU's conditions were better than some, conference participants sympathized with our efforts to improve them. One of the things I was sure of, however, was that our literature faculty supported our efforts. In a letter, Tilly Warnock, Chair of the Wyoming Conference, asked me how we got the department to work together to pass the resolutions mentioned above.

The moment I remember most clearly, though, was talking with Sharon Crowley at the picnic; she had just asked me to send her a copy of our contract containing the language about our Re-employment Roster that Randy has just explained. When I expressed confidence in our support from the department, she turned to me and said, "Just wait until it is you or them." She was right; how naive we were!

Kris (Segment D):

When the Permanent Temps' Lament began to echo from every corridor, the Caucus decided that we should seek the answers to seemingly contradictory questions. The instructors assembled a series of graphs generated from the Internal Budget FY90, semester catalogs of courses, and a questionnaire given to instructors in the department. The graphic representations of the situation of the instructors in the department speak for themselves (Appendix 3).

In FY90, the English Department consisted of 71 teaching members.

Thirty-three of these members made up the professorate. Twenty-seven members were instructors (6 part-time instructors), one member was a lecturer, and the remaining 10 were teaching assistants. In the FY1990 Internal Budget, the English Department faculty expenditure was $1,672,476 with $61,440 additional funds paid to teaching assistants. Total funds paid to faculty for the academic year (summer omitted) was $1,733,916. Of this total, 28 instructors received 22.4% ($405,977), 10 teaching assistants received 3.54% ($61,440), leaving 33 professors, less than 50% of the faculty, to divide the remaining 73.04% of salary monies ($1,266,499). [SEE PIE CHART ON SALARIES in Appendix 3]

Sharply contrasting with the monetary allocation, the instructors were responsible for teaching 52.8% of the courses offered by the department. In the same semester (Fall 1989), the teaching assistants taught 8.7%, and the professors taught 38.4% of the courses. [SEE PIE CHART ON COURSE LOAD in Appendix 3]

Any group teaching more than 50% of the course load offered in any semester, is undeniably a very important part of the Department. However, for teaching 52.8% of the courses in the department, instructors were paid only 22.4% of the department's monies.

President Wagoner, in his Fall 1990 Report to the University, said that salary "is one measure by which an individual evaluates his or her worth and perceptions of the value and importance of his or her contribution to the University's mission." We questioned why our pay envelopes did not reflect our worth and importance.

In the November 27, 1990, meeting of the Faculty Senate, Senator John Werner remarked that "English 101 and 102 are the two most important classes taught at this university." President Wagoner said in his Fall 1990 speech that "the primary mission of Western is instruction." He later posed a question appropriate for every teaching institution:

> As an institution that espouses teaching as our primary focus, are our actions in the retention, promotion and tenure processes

consistent with our focus? (5)

There can be no solid argument denying the importance of instruction in composition. Required of all University graduates, it is the only sequence of courses on our campus that every student must successfully complete prior to graduation. Yet in 1990, nearly 16% of composition courses were taught by teaching assistants still working on an M.A. and the remaining 84% were taught by underpaid instructors. What worth did W.I.U. (and many other universities) really place on composition skills? What priority do universities, even now, place on attracting qualified composition teachers? What steps have or should be taken to retain valuable, experienced composition teachers? The Provost, Dean, Department Chair, Director of Writing, and Union Representatives had no answers to our questions.

While the instructors' mission was perceived to be of little monetary importance, at the same time we were being pressured by CAGAS (Committee on Graduation and Academic Standards) to exonerate ourselves of charges of incompetency or take responsibility for every failing paper in every department on campus. It seemed obvious that CAGAS believed writing skills were important to every student. Surely our plea for recognition would be heard by that committee.

A group of hard-working, dedicated, albeit naive, instructors fashioned a presentation on pedagogy, grading procedures, portfolio assessment, workshopping, and conferencing. They dazzled the CAGAS representatives. The calibre of our show elicited a question that still rings in my ears: "We applaud everything we've seen today. Now, tell us. What do the <u>instructors</u> do in class?" It was obvious to the committee members that instructors of writing could not have presented the <u>staged</u> performance they had just witnessed.

The University, the College of Arts and Sciences, the UPI, along with the English Department, have all had a hand in creating and propagating a caste system based on rank, wealth, and position which was, and still is, extremely detrimental to instructor morale.

The Provost began to encourage support for tenuring instructors. He felt that the university could do little to raise instructor's salaries unless the temporary status were amended. He also warned that such a change would have to be initiated in the department.

The union, restricted by contract language, offered little help or hope because instructor's benefits were the coinage used to bargain for professorial gains. The wheels of bureaucracy ground to a halt. But, while the university administration, themselves handcuffed by fiscal restraints, offered no relief, the university hierarchy called for sweeping reforms in composition pedagogy to eliminate incompetence in the English department.

The University moneychangers pinched instructors' pennies appealing for self-sacrificing teachers to teach for the joy of teaching. The University Senate, on the other hand, charged the English department with the production of a competent staff of Writing faculty, a Self-Actualized faculty.

Our concerns for working conditions and employment rights were countered by decreasing the number of instructor positions. Over the four years between 1989 and 1992 we saw a steady erosion of instructor positions to the point that the entire writing program was jeopardized.

In FY90 our department employed 27 instructors; in FY 91 the number fell to 25. FY92, the transition year between the old 101/102 sequence of writing courses to the new 180/280 sequence brought a further reduction in instructor ranks. The following year brought an unexpected 23% reduction in the staff making the current complement of 17 instructors. Over a four year period, writing specialists were cut a whopping 37%!

Opposition to these supposedly "necessary" cuts solidified around three points:

1. No other department in the College of Arts and Sciences experienced similar cuts over the same four year period.
2. How could the institution claim that it valued writing skills? If it did, how was that reflected in a 37% reduction in writing specialists? Were the cuts for monetary reasons alone?

3. Should the composition program be cut simply because composition was not sanctioned as a discipline by the university community at large--or the department in general.

We later learned from the assistant Dean, that the instructors were cut because they were unprotected by tenure track status; they were the easiest to cut. The fiscal wizards prudently cut the most cost-effective educators on campus.

Our Instructor's Caucus, because of a new emphasis on composition, became a more cohesive unit than in years past, but that did not preclude problems within our organization. Unwilling or dispirited members fearing rejection wanted to silence our questions, and later derail our efforts. The fear that some instructors might not be tenurable haunted everyone. Perhaps fear spurred a colleague, an instructor, to tell the Dean and Provost that if instructors were to receive tenure track access they, Instructors, would no longer wish to teach composition.

Our fears and abhorrence of the unfairness of our situation spurred the greatest number to work toward bringing the issue to a department vote. The reward for tenure would be a 26.92% increase in pay, a salary increase from $16,008 to $21,894, not to mention a semblance of job security and professional status. On the other hand, failure could splinter the department into unholy factions. We chose to push for the vote.

Therese (Segment E)

After our proposal for tenure was made known to our department, one faculty member made the following statement: "I don't think we should give tenure to people who aren't involved in their profession."

Even though some members of our department and WIU at large may not recognize us as such, **we are professionals** who pursue excellence in the field of composition. I think most of us would agree that tenure should not be given to individuals who are not involved in their profession. Many of the composition instructors at WIU are involved in composition-related and college

level English department concerns, as evidenced by their active participation in and dynamic contribution to the Writing Program at WIU and by their commitment to professional growth.

Presently, instructors at WIU are evaluated strictly by teaching duties, yet they voluntarily serve on departmental committees, sometimes even as chairs. Instructors also play a role in other significant functions of the department, including the following:

Director of the Writing Center (duties include teaching TAs and GAs how to teach and tutor)

Coordinator of Computer Labs

Assistant Director of University Writing Exam

Advisor (1 of 2 in the department) for English majors

Advisors for Sigma Tau Delta, the English Honorary Society

Outreach Coordinator (1992-1993 school year--Because the department had no PhD to fill the English Education position, I served as Coordinator, visiting English Education majors to encourage them while they did their student teaching, and establishing and strengthening ties with junior and senior high school English teachers in our area.)

In addition to teaching first and second year composition classes, instructors at WIU have

taught introductory courses in journalism and literature

taught upper division technical writing and extension courses

retrained to teach upper level discipline-specific writing courses

conducted workshops and presentations for graduate students in the department

At the university level, instructors

serve on committees, ad hoc committees,and advisory boards

lead small groups for Freshmen Orientation

teach University 100, a course for new freshmen

mentor new faculty and students

give presentations and workshops for Faculty

Development

At the **community level**, instructors have conducted several workshops and presentations, including the following:

a fiction workshop for senior citizens

a writing on computers workshop for high school English teachers

a poetry workshop for grammar school children

a poetry presentation for a women's sorority guild

a biographical sketch and discussion of an author's works for a women's book club

In addition, instructors have

taught classes for Youth University, a summer program for gifted children

taught a class for the Junior Scholars' Program, another program for gifted children

acted as co-directors of the JTPA writing and reading program (both the 3 and 6 week programs)

volunteered as literacy tutors

At the **state level**, instructors have

presented in-service workshops on portfolio evaluation and on using computers in the writing classroom

participated in the Illinois Association of Teachers of English (IATE) Conference, both presenting and chairing sessions at the annual conference in October

participated in the Western District of IATE, serving on the board and giving presentations at our meetings

At the **national level**, instructors have presented papers and workshops at

The Penn State Conference on Rhetoric and Composition

Wyoming Conference

Conference on College Composition and Communication--(Just this year alone, five instructors and two graduate students attended, with three of the instructors and both of the graduate students giving presentations in three different sessions.)

Conference on Computers and Composition

Miami University Portfolio Conference

Instructors have also **published** the following:

reviews for McGraw Hill Multicultural Readers

collaborated on and contributed to the publication of the composition textbooks for WIU's Writing Program--Discovery and Connections

Instructor's Manual for Marilyn Sternglass's Reading, Writing, and Reasoning

several papers in ERIC

articles in NCTE's Talking to Learn

articles in Illinois English Bulletin and Journal of the Teaching of Writing

stories in the Eureka Literary Magazine and the Mississippi Valley Review

articles in the Chicago Tribune

In addition, instructors at WIU claim **professional membership** in

College Composition and Communication

Illinois Association of Teachers of English

National Conference of Teachers of English

Indiana Teachers of Writing

Illinois Writers

Society of Professional Journalists

Modern Language Association

These activities, although not all inclusive, show that composition instructors at WIU have been active in their profession. With such a commitment to their profession, shouldn't these instructors have the opportunity to try for tenure?

Randy (Segment F): Criteria

Before pointing out the criteria for tenure we developed, I want to mention two reasons why we saw our proposal as potentially reasonable if not persuasive. First, this proposal was a local solution to a local problem. Several of the quotations listed on "Some Relevant Perspectives" emphasize rhetoric as what Kenneth Burke called "a particular mode of adjustment to a specific cluster of [situations]." We saw our proposal as particularly timely. We did not claim, nor do we now, that all four-year universities should tenure even a few M.A's. We felt our proposal merited discussion in

our department in 1992 and 92 given our conditions and our history.

Second, we saw our proposal as reasonable because it threatened no one. Here then are the proposals broadest outlines. Again, I emphasize we intended these conditions as a starting place for discussion:

1. An instructor would earn tenure according to criteria established through consensus and approved by formal vote of the department.

2. No instructor would be required to go up for tenure. That is, an instructor could choose between probationary and temporary contracts.

3. A tenured or tenure-track instructor would be eligible to teach only first- and second-year writing courses.

4. Of course, tenured M.A.'s would be let go before any tenured professor.

These points were a way of saying "let's talk." Behind them were two assumptions also open for discussion: 1) taken as job security, tenure should be available to instructors; 2) understood as a protection of academic freedom, tenure is as necessary to us as to others. Writing faculty frequently if not regularly challenge the received truths of their students.

We saw our proposal as conservative in some ways. Since it was rhetorically important for our audience, the tenured faculty, to see something of the university they lived in when they read our criteria--in other words, to see something of themselves in us--we modeled our tenure criteria after theirs. (Please look at Appendix 4, top half.) Capital letter D created a new slot for instructors. We used the term "pedagogical" to emphasize teaching. I would note here that with the exceptions of publishing a book or monograph on composition or rhetoric, all of D1 and D2 were types of writing done or activities engaged in by instructors.

I would also call your attention to the bottom of the page, Roman numeral II, "Research/Creative Activity." This paragraph is an example of the type of cooperative work we hoped to engage the tenured faculty in. In the past, this paragraph might have been used to argue the possibility that, for example, newspaper columns about area history could be judged as important

scholarship as articles about canonical literature. The point here is that the disclaimer "[d]epending on the substance, complexity, and significance of the activities" could help allow one interested group argue for the tenuring or promotion of a faculty member who might be judged unacceptable by a second group.

Hallie (Segment G):

How naive we were! (Kris has told you about our worries that the department might vote down our proposal, that if it were accepted, some might not receive tenure). Instead, we found that the very people we thought were with us in our search for better working conditions perceived our request as a threat to their own status. One memo came from a colleague I had asked to help us convince the rest of the department:

> I thought it might not be clear to new colleagues, especially, that T-- F--'s memo to "Bargaining Unit Part A" people asking for a meeting on October 24, was an effort to call together tenured and tenure-track faculty specifically. Several of us approached [the Chair] about the need for such a meeting because **we are very concerned about the potential for serious <u>harm</u> to the department in the proposal for Instructors' tenure.** I wanted to make sure that everyone understood that this is a chance for tenured and tenure-track faculty alone to discuss this proposal.

This memo, clearly identifying us as outside the department trying to do something to harm the department of which we thought we were an integral and important part, surfaced on the same day that our meeting to present our proposal for discussion to the Department was to be held. As one of the three spokespersons for the Instructors, I attended the meeting with a large sign in my notebook in front of me saying,"Stay mad!" Otherwise, I would have been in tears.

We heard, among other things at this meeting, that we would not survive a national search (all of us had gone through a national search for our jobs--Joyce Sears, also making a presentation at this conference has now survived three national searches); the proposal wouldn't fly; <u>some</u> of us did a good job; there were many Ph.D's out there who would love to have our jobs (this

said in a vicious, hateful manner very difficult to hear). William Robinson in October, 1991's College Composition and Communication notes, "People coming from such programs often get tenure-line 'comp and lit' jobs at the expense of people really trained in composition" (346).

I noted M. Elizabeth Wallace's comments in October 1991's College Composition and Communication asking those of us who were teaching composition because we love it and aren't doing it for the money (!) "to reconsider the far-reaching professional and political ramifications of what they do. To choose to teach part-time is not merely a personal decision" (337). In effect, she seemed to be asking us not to take the job, tell English Departments to go to Hell. Immediately, one professor asked, "Are you telling us to go to Hell?" I explained again that it seemed that as long as people liked to teach composition and were willing to accept the current terms of employment, progress would be difficult; would the only way be to give up the job, to do as this College Composition and Communication article suggests and tell English Departments that we wouldn't do the job we love under these conditions?

Coincidentally, in spring of 1992 Richard Larson made a remark in the NCTE Chronicle that anyone who taught a full load of freshman composition would "go bananas." How do we convince others that we like this job and want to be treated as professionals when statements such as this one are made? (I should note here that Larson, who was extremely generous in his responses to my letters, can not remember making such a statement, yet supported the content of that remark in subsequent letters.)

Not surprisingly, Kris's responses were the most calm and strong: the meeting ended with her plea to consider what was best for the strength of the writing program at Western. However, we had already lost what at least some of us thought was our place in one Department of English and Journalism just by asking our "friends" in this department to consider a change in status as a method of improving conditions. I was reminded of a character from Mississippi Burning; his father's prejudice was explained in a way that is

similar to the attitude of many of my colleagues and the ideas in Kytle's article, "If you're not better than a composition teacher, who are you better than?" That was the last time we met together until we were ready to vote on the ballot.

Joan (Segment H):

BUM-A's, remember, are tenured and tenure-track professors. In an unprecedented move, several senior literature faculty called for departmental BUM-A only meetings to talk about the proposal. The first meeting was held on October 24, preceded by several lengthy memos and one very short memo Hallie read you, framing the meeting as a discussion of "harm" to the department. A second BUM-A meeting was held on October 28, with even more pre-meeting text in circulation. A straw vote tallied 13 no votes, 7 yes votes, and 2 don't know votes. Other BUM-A meetings were held on November 4 and November 18. On February 20, Bum-A's voted on a series of recommendations to respond to the instructor problem, not to the proposal. In other words, BUM-A's had shifted the discourse from problems the instructors were **having** to problems the instructors were **creating** for BUM-A's.

The recommendations of this ballot included hiring more PhD's in comp/rhet, better integrating literature and composition and requiring all professors to teach composition, and establishing a committee to address "departmental (as opposed to contractual) status of instructors." [quoted from the February 20, Bum-A ballot] Many professors were dissatisfied with this ballot because it did not put the proposal itself to a vote. On March 13, after a motion in the Department Council, the department, professors and instructors voted on the proposal.

Arguments for and against the proposal are cited in Appendices 5 and 6 as well as one proposal and response in Appendix 7. Hallie will go into these, but I want to elaborate on two arguments against the proposal. In a letter from the Chair clarifying the Provost's official response (Appendix 5, #10), you will find this paragraph:

> In the future the Provost will recommend (and fund) filling vacancies in the temporary ranks with tenure-track appointments.

> We can thus work toward the goal of having enough tenured/tenure-track faculty with appropriate training of serve as least 1400 freshmen and 1300 sophomores annually.

This is in fact a variation on a theme first introduced in the October 24 meeting and which had appeared on the Bum-A recommendations ballot in an abbreviated form. Basically, the counter proposal was to hire fourteen tenure-track Ph.D's in composition who, it was projected, could be hired with the current instructors' salary monies-- and hired easily, "since rhetoric and composition programs are aggressively seeking to place their graduates" [quoted from the "Modest Proposal" Appendix 7]. In other words, there would be no problem recruiting fourteen Ph.D's to come to Western to teach a schedule of lower division comp classes with the same research criteria applied that apply to literature, film and linguistics professors.

I also want to illustrate how the 4 C's "Statement of Principles and Standards" was used against the proposal to recognize the professionalism of writing faculty. Another reason given for rejecting the proposal (#6 in Appendix 5) was that the proposal was actually contrary to 4 C recommendations. The parts of the 4 C's statement I'll be referring to were photocopied and passed out to BUM-A's (with the appropriate paragraphs circled) along with the counter proposal to replace all writing faculty with Ph.D.'s in composition.

The 4 C's document posits an opposition between tenured-tenure-track and part-time faculty. Though there is a section of four paragraphs captioned "Full-time Temporary Faculty," the last paragraph slips into an opposition between part time and tenure. It says: "We recognize that where an institution has relied heavily on part-time positions, their transformation to full-time tenure-track lines may have to proceed in stages." this slippage from full-time to part-time occurs alongside another shift, a shift from "faculty" to "positions" and "lines."

The focus on positions and the lack of serious consideration of full-time temporaries (three paragraphs undermined by the dual slippage) permits --even encourages-- a certain reading of this sentence from the 4 C's statement (also

bracketed on the circulated photocopies):

> The quality, integrity, and continuity of instruction and the principle of academic freedom are best insured by a full-time tenured or tenure-track faculty.

It appears that an assumption of the document--certainly an assumption of the literature professors reading it-- is that "tenurable" means "doctorate." The 4 C's statement, rather than supporting the writing faculty and the professors directly involved in the writing program, was used against them. Instead, the 4 C's Statement of Principles and Standards provided arguments against the proposal, arguments that appeared to have the endorsement of the larger composition community. "Temporary full-time' slides into the category of "part-time." "Faculty" slides into "lines" and "positions." The literature professors found their arguments shored up by the 4 C's statement.

Hallie (Segment I):

Now to the results of our request: On Friday, March 13, 1992, the following proposal was balloted on by the members of the Department of English and Journalism: Shall the M. A. be accepted as the academic qualification for tenure in composition? The only people who did not vote were the Chair and two instructors who were only in their second year and not yet in the Bargaining Unit. The motion passed 26 to 23. Immediately, one of the tenured faculty complained to the Dean that the vote was illegal--that the instructors were not eligible to vote. We all wondered if he would have made this complaint had the vote gone the other way. This complaint resulted in a letter from the Dean of the College of Arts and Sciences:

> The decision is to be made by the "department." Since the Bargaining Agreement is silent as to what constitutes the department in such matters, it is necessary to turn to the handbook and past practice for guidance.
> <u>First Step</u> Vote to Define Department
> All faculty (i.e., Chair, TT, instructors whether in Group B or not, English <u>and</u> Journalism) vote to define the participants in the department vote.

This memo clearly defined all of us, even new hires, as part of the Department. We declined to revote but, through the Council, sent the matter

on to the Chair for action. On the timetable you will find the ultimate result of our effort as Chair, Dean and Provost overturned the Department's vote.

You can see from the handouts entitled Arguments Cited Against and For (Appendices 5 and 6) what the key arguments were. The most upsetting to a number of us because it represents the total ignorance of our colleagues about what we actually have been doing is number 3. The tone was what offended many of us; although placed on the ballot for view by the entire department, we felt it was meant for instructors to read.

> 3. Anyone who wishes to be a permanent member of a college or university English department SHOULD possess such a desire for knowledge and learning that that desire alone would mandate the acquisition of a Ph.D. Anyone who wishes to hang on year after year without furthering his knowledge is in a state of **stagnation** [emphasis added], a state not worthy of the reward which goes along with a demonstration of that quality of mind and character I have indicated.
>
> Standards have already fallen abysmally in the past few years. Why contribute any further to the trend?
>
> Acquiring the Ph. D. is not a punishment; it is a privilege.

We have tried to show you today how active we have been in our profession and why this charge of stagnation was so irritating and hurtful; Randy countered it very well in his written comments on the ballot which appear on the list of pro's: "Preventing individual stagnation is hard to implement as department policy. Wanting the best teachers available for our program and working to keep them is a better policy and easier to implement.... Is someone immune to stagnation once she earns a Ph.D.?"

You will note that some against cited our own CCCC against us although Sharon Crowley's "Progress Report from the CCCC Committee on Professional Standards" in October 1991's College Composition and Communication says, "..all teachers of writing should be eligible for promotion and tenure according to the prevailing standards of the institutions in which they work" (333); she also indicated support for our position at CCCC last year in Cincinnati.

The Department Chair was the first administrator to overturn the department's vote; his letter was particularly disappointing because as Chair

one might have expected him to have listened to and cited arguments from both sides before making his decision:

> (#7 in Appendix 5) [I recommend] that we focus on the primary issue of raising the instructors' salaries, seeking direct remedy there instead of changing our tenure criteria in order to bring about change. . . .
>
> Thirdly, imposing a double standard for tenure in the same department faculty is inherently problematic. How could we expect in the future to hire Ph.D.-holding faculty in composition (they do exist) if the M. A. becomes perceived at WIU, ipso facto, as the terminal degree in the field? And what about tenure-track faculty in literature who have just finished or are about to finish the doctorate required for their tenure--how would they be likely to feel about this double standard?

You will note that several of us countered these arguments in our statements for the proposal: Western already gives tenure to M.A.'s in Journalism in our own department and, in fact, had just placed a colleague on the tenure track as soon as he completed his masters last spring at the same time as the department was balloting on our request. Most of us teaching composition see placing us on the tenure track as a plus for our department rather than a negative--certainly in the field of composition (Note my, Randy's and Joan's comments on this).

The Dean of the College of Arts and Sciences was the next to act on the results of the ballot and also recommended the vote to be overturned. He had researched conditions elsewhere although we would like to point out that our union contract does not require a PhD for tenure status. His concern about temporaries in other departments is somewhat countered by the salaries many of those temporaries were already making (See Appendix 3); the salaries of the composition specialists were far below temporaries in other departments.

> (#8 in Appendix 5) Excerpts from the April 28, 1992, letter of Dean of the College of Arts and Sciences to the Provost: I urge you not to accept the faculty position....
>
> However, I do not feel that a new tenure standard should be established for purposes of salary adjustment. Nor should those affected regard the rejection of a new tenure standard as a lack of appreciation of their contributions to the university.
>
> ...I have spoken with Deans at two universities...At Indiana University-Purdue University at Fort Wayne six lecturers in composition are beginning tenure-track status, but that institution does not have any degree requirement for tenure. At

> IU-PU at Indianapolis the administration is considering making instructors eligible for tenure because they now must terminate them after six years of continuous employment. No proposal regarding that issue, however, has yet been developed there.
>
> There is also the issue that should this proposal be adopted, it would be reasonable to expect other groups of temporary instructors to request equal treatment.

The Provost's letter comes last on this sheet of arguments against; that is appropriate because it was his suggestion that the only way to improve our conditions was to change our status and we thought we had his support. His last promise certainly sounds good, but it intends to replace the current teachers with new tenure-track positions during a time when even one replacement for Joan's position has not yet been approved. He also mentioned in earlier discussions that it would be difficult to get tenure without teaching upper level courses.

> (#9 in Appendix 5) Looking to the future, I believe it is important for the Department to begin to transition its complement profile towards one of tenure-track composition ... Secondly, all tenure-track positions must require the scrutiny of application, Departmental review, and appointment--tenure is not a right [sic] of passage.
>
> [The department chair wrote the following clarifying statement {#10 } which was approved by the Provost]: In the future the Provost will recommend (and fund) filling vacancies in the temporary ranks with tenure-track appointments. We can thus work toward the goal of having enough tenured/ tenure track faculty with appropriate training in composition to serve at least 1400 freshmen and 1300 sophomores annually. Demand for courses serving students beyond these numbers will be met by hiring additional temporary faculty.

Note that our Director of Writing's arguments (Appendix 8) parallel Robert Merril's in May 1992' CCC, "...I support tenuring my lecturers if it is understood they will continue to perform their current functions" (157). He goes on to argue that the usual tenure-track positions teach fewer courses and have different responsibilities. If I were to go back for my Ph. D., I would not be allowed to concentrate on freshman and sophomore composition.

If we take our students at Western as the bottom line, they are best served by the current composition staff. We like to teach freshman composition; we work hard one-on-one with our students and know from experience and study which are the best strategies to use. If we were

replaced with Ph.D.'s in composition (assuming any would be willing to teach for the salary we were asking for as Instructors of Composition), they would need to teach upper level courses, do research and publish in order to be promoted.

What do we do next?

Kris (Segment J): On a gray January day just before the beginning of the Spring semester last year, the caucus met to outline the future, as they saw it, of the composition program. I brought four questions for the group to consider:

1. What is the mission of the instructors' caucus?
2. What objectives should we set in order to achieve our mission?
3. What strategies should we use to achieve our objectives?
4. What contract gains and losses can we expect from pursuing our objectives?

As we generated the lists in your handout (Appendix 8), we shaped our 21st Century solutions by confronting our 20th Century problems. Our two-fold mission statement evolved from our objectives and implementation strategies:

I. to maintain quality undergraduate instruction

II. to improve the status of teachers of composition and to remove obstacles that affect the quality of instruction.

Sadly, our mission for the next century will probably remain unchanged for many years--at least until our profession is recognized and supported by both professors and administrators alike.

Randy (Segment K): Was the Proposal Worth Making?

For me the experience was largely unpleasant and frustrating. As Joan has mentioned we did not do a good job of defining issues; we could not evoke the audience we wanted to address. But the proposal was worth making because it gave me a strong feeling of group achievement. And it was my most conscious experience with class conflict. Furthermore it helped me begin to

clarify some issues, though I see the clearness is not all light.

1. In reading various CCCC resolutions, statements of principles, progress reports and cogent articles about English department politics that describe writing teachers as slaves, serfs, or an underclass, I have yet to find anyone willing to imagine teaching writing to undergraduates a career that our discipline might consider. That conditions are unbearable is usually given as a reason why such a career is unthinkable. But if conditions are bad, and if literacy is as important as we seem to claim it is, change the conditions.

2. The following two statements form a circle teachers of writing enter and become trapped inside.

> A. "The profession does not respect college composition because it does not respect the people who teach it" (Kytle 339).
>
> B. The profession does not respect people who teach college composition because it does not respect the teaching of college composition.

Invoking either A or B provides an instant argument against changing conditions of writing programs. The poor will always be with us, but the poor seem somehow to deserve their lot.

I want to conclude with two quotations. The first is from Robert Hariman:

> Why is it the case that many academicians who now admire the work of such continental writers as Foucault, Barthes, and Derrida, that is, the work of a group of writers known for their powerful criticisms of bourgeois culture, why do these academicians not apply that critique to the premier incorporation of bourgeois culture--that is, university culture? (211)

The second is from Terry Caesar. Imagine this as a direct response to

Hariman:

> [Because] there is no discourse publicly about such matters in American higher education. (150)

Hallie (Segment L): What did we gain or lose?

We lost a department--although our only political victory may have been the Dean's memo clearly declaring we were all qualified to vote in important department decisions (see Segment I). How can the memory of an officemate moving out at the encouragement of a colleague so she would be on "the winning side" ever really be forgotten? As the struggle progressed, I personally became more convinced that placing the teachers of freshman composition on the tenure track was the best and maybe the only way to solve the way teachers of composition have been treated in the academy. Andrea Lunsford, in a letter responding to our situation, indicated that a tenure-like status without the name is what is needed. I thought so once but now think the best answer is to use the name recognized throughout the educational system.

And, speaking of names, why is our own conference still calling us Temporaries and Adjuncts? Both of those terms slice into our self-esteem every time they are used. Temporary--after ten years in the same profession? Adjunct--when we are running the Writing Center, training the new grad students, doing outreach programs for our school, serving on department committees (see Segment E)? OK maybe Permanent Temp isn't the best term; how about Composition Specialist or Continuing Faculty or?

These Permanent Temps love to teach composition to college freshmen; it is such an exciting time when our students are testing their limits and talents and writing about all of these experiences. We love to study composition theory and discuss the strategies which are working well in our classrooms. Why can't we say that we want to teach writing to college freshmen and sophomores and be placed on the tenure-track? Why is this the one area in all of education that we can't admit we love to teach?

Related Readings

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APPENDIX 1

CCCC 1993, H.22
Chronology of Conditions of Instructors of English
at Western Illinois University, 1971-1992

1970-1971 Before these years instructors were hired on probationary contract.

1972 Instructors hired on temporary contract, maximum four years; no longer teach sophomore literature surveys. "Instructor" becomes synonymous with "temporary" and "teacher of freshman composition."

1975 Faculty of Illinois Board of Governor universities vote to be represented by University Professionals of Illinois (UPI/AFT).

1976 Instructors allowed to teach two years maximum.

1979 Contract change allows instructors to remain teaching three-quarter time after two years full-time.

1982 Contract change allows those teaching part-time to return to full-time. New hires able to choose between full- and part-time employment.

1985 Contract creates 1) a separate bargaining group of temporary faculty and others ("B" group); and 2)a roster that ranks qualified instructors by seniority. Instructors qualify for roster if their performance is rated satisfactory by Chair and Dean; those rated unsatisfactory become ineligible for appointment. Instructors form caucus to advise Chair of issues related to their evaluation and employment.

1988 Instructors present warrant tenure proposal to UPI; proposal not taken to bargaining table. New contract creates new category for reemployment roster: highly effective. Those instructors rated highly efffective are to be placed above those rated satisfactory.

1990 Department Council appoints committee to find ways to raise instructors' low salaries. Provost changes instructors' teaching load from 4/4 to 4/3, which is identical to professors'.

1991 Instructors Caucus present department with a proposal that the M.A. be accepted as a tenurable degree for the teaching of writing.

1992 After the vote on the tenure proposal, the Dean asks the department to vote "to define participants in the departmental [tenure] vote." The department refuses. In March, with all teaching faculty voting except teaching assistants and the Chair, the proposal passes by vote of 26-23.

On 13 April the Chair informs department of his meeting with the Dean. At that meeting the Chair recommends the Dean not approve the department's vote when the Dean forwards the vote to the Provost.

On 28 April the Dean forwards the vote to the Provost with a negative recommendation. On 30 April the Provost notifies the department that although no campus issue has a higher priority than English instructor salary inequity, the 26-23 vote in favor of the proposal does not indicate "convincing department intent."

Some Relevant Perspectives

1.

The problem with universalized pedagogies is that they disguise and compromise the context of teaching. French students are not American students; what may be said about composition in French in France may not necessarily be said about composition in English in America; the teacher who only lectures is not necessarily conservative or authoritarian. What is constant in the context of university teaching is the academy itself, with its carefully defined specializations and status hierarchies. A universalized image of the academy often motivates the creation of universalized pedagogies. . . . Such pedagogies are useful to the extent that they may be modified by and <u>in the local situation</u> in which they are employed (emphasis added).

Sharon Crowley

2.

The universal intellectual is a defender of natural rights; an advocate of humanity; at the forefront of progress and revolution; and bearer of universal moral, theoretical, and political values. Foucault argues instead for resistance performed by specific intellectuals--ordinary people who have knowledge of their circumstances and are able to express themselves independently of the universal theorizing intellectual. Specific intellectuals work "not in the modality of the 'universal', the 'exemplary', the 'just-and-true-for-all', but within specific sectors, at the precise points where their own conditions of life or work situate them (housing, the hospital, the asylum, the laboratory, the university, family and sexual relations)."

Foss, Foss and Tapp

3.

Why is it the case that many academicians who now admire the work of such continental writers as Foucault, Barthes, and Derrida, that is, the work of a group of writers known for their powerful criticisms of bourgeois culture, why do these academicians not apply that critique to the premier incorporation of bourgeois culture--that is, university culture?

Robert Hariman

4.

Cultural criticism should work to reveal the inequities in the social world around us--beginning, I think, with the most immediate site, the school itself. . . .

Patricia Bizzell

5.

. . . Phelps argues that the single <u>worst</u> way to build a writing program would be to hire a complete cadre of PhD's in rhetoric, career academics. Such homogeneity in staffing would destroy one thing students most need to see--the wide range of <u>real</u> purposes writing serves. Students need to know that their writing faculty includes not only published literary scholars but novelists, poets, film and theater reviewers, political activists, sports columnists, hopeful playwrights, unpublished humorists, private journal writers, authors of computer manuals or advertising copy, and graduate students struggling with dissertations.

M. Elizabeth Wallace

APPENDIX 2

REEMPLOYMENT OPPORTUNITIES ROSTER (4.2.c.)

1988-1991 Agreement between the University Professionals of Illinois and the Board of Governors

4.2 Temporary Faculty Appointments

The appointment of a temporary teaching professional or a temporary resource professional shall be contingent upon program need and shall be compensated at a rate specified in Article 27.

a. Faculty positions may be filled by employees on temporary appointments for the purposes of leave replacement; replacement of an employee assigned to work on a grant, contract, or noninstructional assignment; inability to recruit a qualified candidate for a tenure-track position; staffing of experimental programs; significant shifts in enrollment; or when a pool of candidates for a position is insufficient to meet affirmative action guidelines.

b. Each academic year, the University will seek to provide appointments to temporary faculty as follows:

(1) at Eastern Illinois University and Western Illinois University, two semesters;

(2) at Chicago State University, at least two semesters;

(3) at Northeastern Illinois University, at least Fall and Winter trimesters;

(4) at Governors State University, at least two consecutive trimesters;

(5) upon request, the Union shall be provided with written reasons for any appointment that is less than the period provided above.

c. Reemployment Opportunities Roster for Temporary Teaching and Resource Professionals

(1) By February 15 of each academic year, employees holding temporary faculty appointments shall notify in writing the chair of the department in which they hold their appointment if they wish to be considered during the subsequent academic year for any available temporary faculty appointment for which they are qualified.

(2) If an employee's address and/or phone number changes between February 15 and the beginning of the subsequent academic year, it shall be the employee's responsibility to notify the department chair in writing of that change.

(3) By March 15, the department Chair shall develop listing of all employees wishing to have employment in the department in temporary faculty positions in the subsequent academic year, provided that a satisfactory evaluation conducted in accordance with Section 8.1. shall be required for an employee's name to be placed on the Roster. The Roster shall be kept in the following order: 1) those with highly effective teaching/primary duties evaluations and 2) those with satisfactory teaching/primary duties evaluations. Seniority of service will govern the sequencing within performance evaluation levels.

(4) The roster shall be submitted to the Dean and the appropriate University Vice President for review. A copy of the Roster shall be available in the department office. Additionally a copy shall be provided to any employee on the Roster upon request and to the Union Chapter President.

d. Use of the Reemployment Opportunities Roster

(1) When determining to whom to offer a temporary appointment, the department chair shall give preference to employees whose names are on the Reemployment Opportunities Roster in the order in which they appear on the Roster, provided however, that program needs shall be taken into account. A department chair may offer an available temporary appointment to a candidate whose name is not on the Roster if her/his decision to do so is based upon program need.

(2) With the exception of the period beginning two weeks prior to the commencement of classes, the offer shall be conveyed in writing. Although verbal offers may be made as well, wherever possible such offers shall be followed by a written verification. Employees shall have ten days from the date postmarked on the envelope containing the written offer to accept the offer.

e. Break in Service

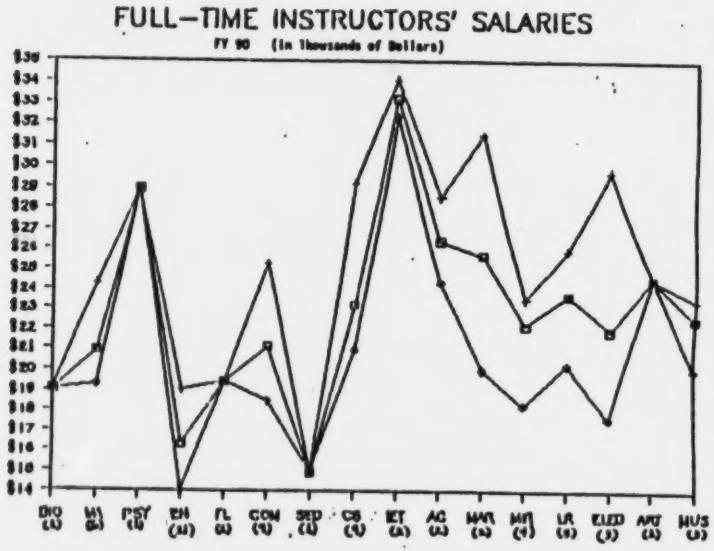
(1) If a temporary employee who has completed six consecutive years of service and whose name appears on a roster is reemployed in a position of fifty percent or more after requesting and receiving a leave of absence of no more than one year, he/she will be included in the bargaining unit immediately upon in-unit reemployment.

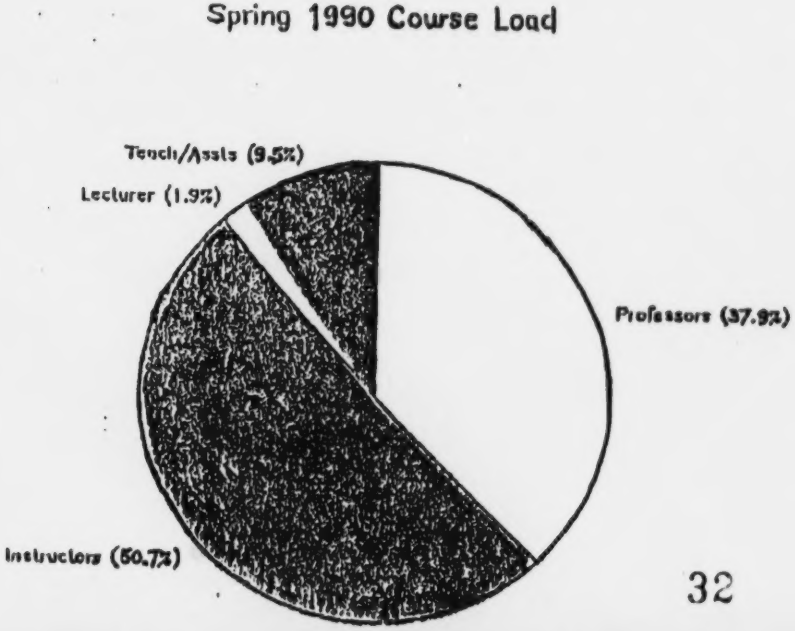
(2) If a temporary employee who has completed at least two years of service and who has received the evaluation rating of highly effective teaching/primary duties in the last period of evaluation is not offered in-unit employment for a period not to exceed one year, he/she will be included in the bargaining unit upon in-unit reemployment.

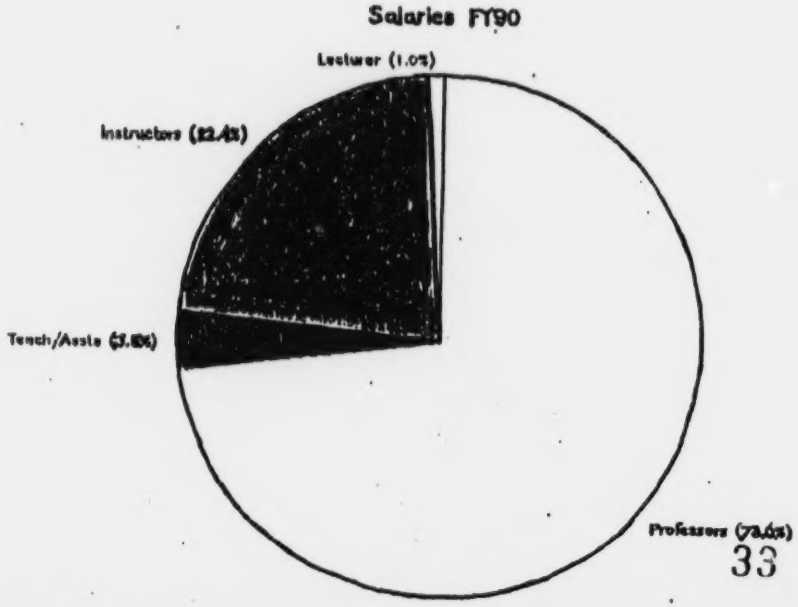
f. When a department plans to fill a new or vacant tenure-track position, an employee holding a temporary faculty appointment shall be granted a preliminary interview, upon request, if she/he is qualified for the position, and if she/he follows the necessary application procedures. A University-wide announcement of new or vacant positions shall be made at least one month prior to the deadlines for applications.

APPENDIX 3

Charts Prepared for the Administration
Fall, 1990
by
Kristina Jacobus







APPENDIX 4

Proposed Evaluation Criteria for Tenure-Track Instructors
Submitted to the Department October 11, 1991

To the current department criteria, we proposed the following additions to the Materials for Evaluation (I.A-B. Teaching and Primary Duties would be the same as existing for current Tenure-Track Faculty):

II. Research/Creative Activity (A.Scholarly-C.Journalistic same)
D. Writing/ Pedagogical
1.Publications
a. Books
b. Monographs
c. Essays
d. Short Articles, reviews, Writing Committee Working Papers
e. Textbook evaluations; preparation of Teacher's Manuals
f. Instructional materials; brochures
g. Work in progress
2. Activities
a. Presenting a paper at a conference
b. Giving a Faculty Development workshop
c. Doing outreach work for the department/university
d. Giving in-service workshops and presentations at public schools, university conferences and writing festivals
e. Serving as a Table Leader for the University Writing Exam (UWE)
f. Presenting workshops for Teaching and Graduate students
g. Editing for colleagues and graduate students
h. Reading for the UWE
i. Chairing or Recording a session at a conference
j. Regularly attending national, state, regional and local composition/rhetoric conferences

To the department's Methods of Evaluation we proposed the following additions (numbers correspond to Materials for Evaluation above; I.A.to e Teaching Effectiveness same):

I.A.2.e.:Course Syllabi, Essay Assignments, Exam Questions and Conference Procedures:
1-5same6)encouraging students' interest in the writing process; 7)fostering collaborative activities and spirit in the classroom;

I.A.2.f.: Self Evaluation same

I.A.2.g.: Student Testimonials
Candidates may submit solicited student testimonials that indicate the faculty member's teaching effectiveness and mastery of the field.

I.A.2.h.: Other Evidence
Candidates may submit other evidence of teaching effectiveness to support their application.

I.A.3-II. same

II. Research/Creative Activity
Priorities: The Scholarly, Creative, Journalistic and Writing/Pedagogical areas are equal. Letter a. in each of these areas is equal to letter a. in each of the other three areas of publication and so on with b. through e. Depending on the substance, complexity, and significance of the activity, letter a. under activity is equal to letter c. under publications, and letter b. under activities is equal to either letter c. or d. under publications....Meritorious accomplishments in categories lower on the lists may be, therefore, equally significant as those in categories higher on the lists.

II.Methods and Standards-III.A. and B. Service: Same

APPENDIX 5 ARGUMENTS CITED AGAINST THE PROPOSAL AND LETTERS FROM ADMINISTRATORS

March 13, 1992, Ballot Proposal:
Shall the M. A. be accepted as the academic qualification for tenure in composition [in the Department of English and Journalism at Western Illinois University]?
Results: Yes 26 No 23

Arguments Cited Against the Proposal

1. There is, after all, a Ph.D. which specializes in composition.

2. The relationship between the earned doctorate and tenure has long been a measure of a university's prestige, as reflected in, among other things, guides to colleges for prospective students. With the 4 C's resolution, that will apparently continue to be the case. This can affect a department and university in many ways-e.g. recruiting good students, faculty receiving grants, etc.

3. Anyone who wishes to be a permanent member of a college or university English department SHOULD possess such a desire for knowledge and learning that that desire alone would mandate the acquisition of a Ph.D. Anyone who wishes to hang on year after year without furthering his knowledge is in a state of stagnation [emphasis added], a state not worthy of the reward which goes along with a demonstration of that quality of mind and character I have indicated.
Standards have already fallen abysmally in the past few years. Why contribute any further to the trend?
Acquiring the Ph. D. is not a punishment; it is a privilege.

4. Although credentials, including advanced degrees, do not make effective teachers, I think that every M.A. in our department would benefit from a Ph. D. program.

5. Tenure for instructors is not an appropriate solution to the hideous exploitation of instructors. Just because no one in a position of power has had the courage to deal with this during the last two decades doesn't mean we suddenly devalue and subvert the meaning of tenure. When WIU truly becomes a glorified community college (and that day seems not far off) then and only then might we reexamine the role of professor vs. the role of the instructor.

6. The proposal is actually contrary to 4 C recommendations.

7. To: Department Faculty From: Chair
Re: Tenure Proposal for Instructors Date: April 13, 1992

Last Friday afternoon I met with Dean of A & S to deliver the results of the recent departmental ballots and to present my own views on the question of tenure as a remedy for the abysmally low salaries of our writing instructors. I reported to him that, for the purpose of determining faculty preference in this matter, the "Department" was defined as Bargaining Unit (A and B) Members; that, using this definition, the vote on the question of whether "the M.A. shall be accepted as the academic qualification for tenure in composition" was 26 for, 23 against (two eligible faculty did not vote). So that he would have a sense of the debate that this question has aroused in the Department, I also shared with him comments written on the ballots. These comments reinforced the message sent by the vote itself: that there is no departmental consensus on this issue, that the faculty is deeply divided over it and troubled by this division.

Since I as Chair was excluded from the "Department's" balloting and was asked by the Department Council to present the results to the Dean, I saw my role in the decision process as essentially a separate step. Accordingly, after providing him with the above information I proceeded to offer my own recommendation that we focus on the primary issue of raising the instructors' salaries, seeking direct remedy there instead of changing our tenure criteria in order to bring about the change. I shared recent MLA/ADE data with the Dean indicating that the average nine-month salary nationally for English instructors in public institutions in 1990-91 was $22,746--nearly 30% more than the average salary of English instructors at WIU last year. I then discussed several possible strategies for introducing a substantial "market equity" increment for English instructors at WIU. While no decision on strategy was made, I was sufficiently encouraged to believe that this is the most promising way to attack the problem, and I intend to persist in attacking it in this way within administrative channels until a solution is reached.

Now I think I owe you an explanation of how I arrived at my position. Long ago I decided to stay on the sidelines (as much as possible) during the various meetings held to discuss the "tenure" proposal. I did this in part to encourage free discussion, in part to learn from it. I discovered that I was torn, like the department itself. On one hand, I am very proud of the professional accomplishments of the writing faculty and the many improvements made recently in the writing program; I agreed with those who noted on their ballots the program's enhanced stability and coherence, and its greater visibility among professional peers in the region. The institution needs to recognize and reward such excellence. On the other hand, I found myself doubting that the recourse to tenure was an appropriate or effective way of addressing the salary problem. Still, I remained undecided for a long time--longer than some would have liked, I realize--and hoped that some kind of compromise would emerge that would prove acceptable to both sides, so we could avoid (as one ballot put it) being "left with 'winners' and 'losers.'"

In the end I came to believe that the "tenure" proposal was not a tenable solution to the problem of our instructors' low salaries. In the first place, it conflates economic and academic issues in ways that only cloud the picture by raising additional questions and difficulties beyond the central one of salary. Secondly, the step could be pragmatically ineffective in that it may affect only a few instructors, leaving the vast majority with no remedy to the salary situation. Moreover, those denied tenure would face the prospect of losing their position altogether. Thirdly, imposing a double standard for tenure on the same department faculty is inherently problematic. How could we expect in the future to hire Ph.D.-holding faculty in composition (they do exist) if the M.A. becomes perceived at WIU, ipso facto, as the terminal degree in the field? And what about tenure-track faculty in literature who have just finished or are about to finish the doctorate required for their tenure--how would they be likely to feel about this double standard? Finally, and perhaps most importantly, the tenure proposal represents a radical departure from past practice both at Western and elsewhere in our discipline. If there were a strong consensus supporting the proposal, it might be worth taking the risks involved. But there is no clear consensus on this proposal; indeed, would anyone deny that it has proved extremely divisive and destructive to morale?

I am well aware that my position and the reasons just given for it will not be welcomed by some. I would like to think, however, that most will recognize that opposing this "tenure" proposal is hardly tantamount to abandoning the instructors' plight. I strongly believe that we need to remain focused on the salary issue at this point and should do so in a way that will both restore consensus in the faculty and provide the desired result for the instructors as soon as possible.

In the meantime, the Dean, having by the end of this week met on this matter with me, with a group of tenured faculty, and with the Instructors' Committee, will communicate his position to the Department before taking it on to the Provost. I have already offered to accompany him to the Provost to explore as widely as possible ways of addressing the salary issue. I will keep you abreast of any progress.

APPENDIX 5 (cont) #8

8. TO: Provost

April 28, 1992

FROM: Dean

College of Arts and Sciences
Western Illinois University

I am forwarding to you the recommendation of the faculty of the Department of English and Journalism by a vote of 26-23 that "the M.A. be accepted as the academic qualification for tenure in composition." The Chair, who was not a participant in the vote, has indicated to me his opposition to this proposal.

I urge you not to accept the faculty recommendation. But before I present my reasons for not supporting the proposal for M.A. level tenure, I would first like to direct your attention to the issue of salary level of the instructors.

Salary Issue

By all accounts, the initial impetus to consider a new tenure requirement for instructors stemmed from your September 1990 meeting with representatives of the English instructors when this procedure was suggested as the best means of increasing instructor salaries. The salary issue appears to have been a primary motivation in the subsequent discussions concerning tenure for instructors.

Creating a new tenure status or category would, of course, not adjust the salary of any re-employed instructor who chooses not to be considered for this new status or for any instructor who for whatever reasons would not be extended the opportunity to pursue tenure.

There is general agreement that the FY92 salary range of $16,020 to $21,366 ($18,792 for a faculty member in continuous employment since 1973) is unacceptable. As you are aware, I have tried to adjust salaries for new instructors upward but have been constrained in efforts to do this by the projected negotiated salary increases for temporary faculty. Given these conditions, I have been confronted with the prospect of having first year instructors earn more than those in their second or subsequent years of service -- a clearly inequitable solution to the problem.

Therefore, I propose one of the two following strategies to bring all full-time composition instructor's salaries close to $20,000, beginning in FY93:

Invoke Article 27.12b (p. 86 of 1988-1991 agreement)
Transfer and Reassignment Adjustments

Beginning in Fall of 1992, the composition instructors will for the first time be totally involved in the new composition program. Their assignments have changed as evidenced by my assigning, with your approval, 3 CUES during the 1991-1992 academic year for preparation for this new responsibility. I believe, under these circumstances, the parties involved could agree to waive the contractual stipulation that reassignment involve an assignment outside of the department. Adjustments using this procedure could take into account years of service and hours beyond M.A. degree. The University has already spent five years discussing the new writing program -- a testament to its expanding the responsibilities of instructors.

I might note that I initially suggested this means of adjusting instructor salaries in March of 1989.

or Invoke Article 27.6.a. (p. 7 of 1990-1991 amendments)
Additional Equity Adjustments

If my first proposal is not acceptable, I would argue that Western Illinois University should maintain minimum salaries for temporary instructors that are several hundred dollars a month above the listed minimum. This provision, of course, would have to be applied to all Bargaining Unit instructors, but only one other in Arts and Sciences would be affected by a significant upward adjustment (i.e. to $20,000) for English instructors. But this option is not, however, preferable to my first suggestion, since not all instructors would receive an adjustment.

Tenure at the M.A. level

I do believe this is an issue about which reasonable people can differ. However, I do not feel that a new tenure standard should be established for purposes of salary adjustment. Nor should those affected regard the rejection of a new tenure standard as a lack of appreciation of their contributions to the university.

Unlike the few areas where a M.A./M.S. degree is a standard for tenure, there is little evidence of the acceptance of a master's degree as a tenure standard in writing/composition. While the argument has been made for Western to be in the "vanguard" in this respect, it, nevertheless, seems to me after reviewing the ballots, statements, letters, and notes of meetings with concerned parties, that tenure at the M.A. level is a solution to a specific problem (the salary issue) rather than a goal in itself. I have spoken with Deans at two universities that I was informed were undertaking such a step. At Indiana University-Purdue University at Fort Wayne six lecturers in composition are beginning tenure-track status, but that institution does not have any degree requirement for tenure. At Indiana University-Purdue University at Indianapolis the administration is considering making instructors eligible for tenure because they now must terminate them after six years of continuous employment. No proposal regarding this issue, however, has yet been developed there.

If tenure is established at Western at the M.A. level, it could lead to the termination of instructors who fail to qualify for retention, since the standards for tenure will differ from those for re-employment of temporary instructors. There is also the issue that should this proposal be adopted, it would be reasonable to expect other groups of temporary instructors to request equal treatment.

You will note that I have taken the unorthodox position of initially addressing in a positive manner the salary issue, rather than the proposal for making the master's degree a basic qualification for tenure. First, this approach reflects this office's continuing effort to find an innovative way to adjust the low salary schedule for instructors I inherited. Second, it focuses on the essential reason for this discussion. It began almost two years ago as a salary issue, and that persistent issue needs to be resolved.

I am aware that other concerns have been raised -- second class status of teachers of writing, divisions within the department, and the understandably low morale of instructors. These matters need to be addressed, but a new tenure standard will not resolve them.

I ask you to weigh this matter carefully. The final decision will define the academic standards for faculty long after we and those affected by your response are no longer at Western. The resolution of this issue will be used, perhaps correctly and on occasion probably improperly, as a precedent in other departments or in other institutions.

jw
c: Department of English and Journalism

APPENDIX 5 (cont) #9

9.

OFFICE MEMORANDUM To: Dean of A&S. Provost's Office
Western Illinois University

DATE: April 30, 1992

RE: INEQUITIES IN COMPENSATION AND FACULTY STATUS IN THE DEPARTMENT OF ENGLISH AND JOURNALISM

Thank you for your recommendations of April 28 concerning the above issues. Unfortunately neither the full identification of the related issues nor the solution are easily achieved.

The 26-23 vote of the Department does not signal a clear mandate of expectation. To accept so narrow a margin of recommendation as a clear mandate would only harden positions already stressed by the debate. As I have publicly stated, the resolution of this Departmental problem must originate within the Department. I do not deem a 26-23 vote, where the vote of the chair and abstaining voters are not recorded, as convincing of a Departmental intent. On the other hand, the vote is demonstrative of a rift that if not resolved will divide the Department and diminish its effectiveness.

I agree with you that the order of business requires addressing the salary inequities first. There is need to raise the minimum salaries paid to our temporary faculty. The current salary levels are unconscionable. These salaries are demeaning and below compensation levels paid to many starting teachers in the public sector. The Association of Departments of English reported that as long ago as 1985-86, the average Instructor of English in a Public Institution of Higher Education received $22,901. Surely, since then, the average compensation level has grown.

This office supports your proposal to encourage a UPI/System level resolution concerning the compensation minimums of temporary faculty. Any action which resolves the English/Journalism minimum compensation issue will not greatly impact other departments of this University. The loyalty of the temporary English faculty can not be used as an instrument for resolving resource limitations elsewhere in the University. Enough is enough. Any solution, even if applied universally to this University, will still be of greatest advantage in dealing with the compensation short fall faced by the members of the English and Journalism Department. I pledge to discuss the salary issue with the System Office and others to seek a resolution in the minimum compensation paid.

The determination of tenure requirements is a Departmental matter. I would suggest, even though no specific requirements are set in the contract or BGU Board Policy, that no less than a two-thirds departmental concurrence be required for the establishment of minimum degree standards for determination of tenure. Otherwise, the Department will enjoy only stressful interaction.

The Department by contractual mandate will have the opportunity in the Fall of 1993 to revisit their Departmental application of criteria. We may, at that time, get UPI and BGU agreement to consider the tenure standards. This will provide opportunity for open discussion of Departmental expectations. I must make clear that I do not accept the notion that any faculty member in a temporary slot deserves automatic tenure. One needs to apply for tenure consideration. To suggest otherwise is to make a mockery of all past practice.

Additionally, I must make clear I do not confuse tenure with security rights. The UPI/management position has made clear that temporary faculty do enjoy rights of position seniority. Additionally, management at WIU has committed to a seven class load for temporary employees in the Department of English and Journalism. While these rights of temporary faculty do not carry privilege of lifetime work, the University curriculum, enrollment trends, and student needs undergird a continuing employment possibility.

Looking to the future, I believe it is important for the Department to begin to transition its complement profile towards one of tenure-track composition. Again, it is important to restate that it is for the Department--not administration--to recommend the qualifications for tenure. Secondly, all tenure-track positions must require the scrutiny of application, Departmental review, and appointment--tenure is not a right of passage. I do recognize, however, that applicants have the right to declare upon acceptance to a tenure-track position the level of tenure-track placement they wish to assume.

I want all Departmental members to know I will recommend that all future replacements be filled with "tenure-track" personnel to the extent of covering the course work for at least 1400 freshmen and 1300 sophomores. Moreover, I remain open to discussion on the limits suggested.

In conclusion, I would agree with your recommendation that a 26-23 vote is not a mandate for action. I join you in a continuing commitment to resolve the salary inequities current in the present issue. No issue before the campus has a higher priority of need than this one. The Department hopefully can have the opportunity to further discuss and recommend its expectations of minimum tenure-track standards next Fall. I believe no less than a 2/3 mandate is needed to exhibit a "Departmental" mandate. I am committed to taking steps to build a fully tenured faculty. This does not signal acceptance of a grandfather clause; nor, should it suggest a change in the security inherent in temporary positions. An orderly but steady transition is needed to move the Department towards a more fully tenured complement.

I believe if the above actions occur, WIU can move forward to resolve concerns of long-standing which have served to diminish morale, to divide a Department, and to retard our ability to serve students.

I welcome your comments.

sb
c: Faculty, Department of English & Journalism

APPENDIX 5 (cont) #10

10.To: Provost
FROM: Chair
English and Journalism

DATE: May 21, 1992

RE: Clarification of your memo on Status of Writing Faculty

I wish to thank you for sending me (and members of this department) a copy of your April 30 memo to Dean of A.&S. regarding "Inequities in Compensation and Faculty Status in the Department of English and Journalism." The position you have taken offers a good deal of hope to the faculty that this difficult and divisive issue may soon begin to get resolved.

Since the memo arrived, I have been asked by various faculty to interpret one or another point about which they are uncertain. Because the issues are so important, and because I want to be more confident that my understanding accurately reflects your intentions, I have attempted to write a sort of summary (below) of the key points of your memo. Inevitably, my own interpretation is reflected in the degree of emphasis given to various points. Still, I would be much better prepared to address the matter hereafter if you were willing to check the following summary for accuracy. If I have misrepresented (or omitted) any of your points, I ask that you advise me accordingly by return mail and I will notify the faculty.

Summary of Main Points

1. The 26-23 departmental vote on the question of the M.A. as the tenurable degree for writing faculty expresses division rather than consensus on this issue. There is no mandate for action based on this vote; a two-thirds mandate would seem minimal to represent departmental will to take action.

2. The first order of business is addressing the "unconscionably" low salaries of temporary instructors of writing. This is a top priority for the institution.

   a. A UPI/system-level resolution (such as invoking Article 27.12b, "Transfer and Reassignment Adjustments," presented in the dean's memo of 4/28/92) concerning raising salary levels is the action to be sought in the near future.

b. Comparative studies of salaries for faculty in similar institutions (e.g., those published by AAUP, NASULGC, CUPA, the Modern Language Association, and the Association of Departments of English) will be consulted to provide a useful context for these discussions.

3. Changes in departmental standards for tenure should be considered separately from the salary issue. The department will be required formally to review its Application of Evaluation Criteria for retention, promotion, and tenure in the fall of 1992. The Educational Requirements for Tenure will also be reviewed at that time. Thus the department has about half a year to deliberate and arrive at a determination of its will on the matter of standards for tenure.

4. The determination of tenure requirements is a departmental matter, formalized by the above-mentioned mandated reviews.

5. Tenure consideration follows an application for a tenure-track position that has been advertised. The notion of "automatic tenure" or "grandfathering" as a means of converting temporary positions is unacceptable.

6. While faculty on temporary appointments do not enjoy the privilege of lifetime work (tenure), they do have other important rights: position seniority, a continuing employment possibility (depending on enrollment trends and student needs), and a seven-class load per year.

7. In the future the Provost will recommend (and fund) filling vacancies in the temporary ranks with tenure-track appointments. We can thus work toward the goal of having enough tenured/tenure-track faculty with appropriate training in composition to serve at least 1400 freshmen and 1300 sophomores annually. Demand for courses serving students beyond these numbers will be met by hiring additional temporary faculty.

   These new tenure-track faculty will need whatever tenurable degree requirements the department agrees on. (I need to note here that the replacement procedure will depend on the identification of vacancies in the temporary ranks in time to conduct a tenure-track search.)

I greatly appreciate your attention to this inquiry and, more generally, your generous concern over this matter of such great moment to the faculty.

Appendix 6

March 13, 1992, Ballot Proposal:
Shall the M. A. be accepted as the academic qualification for tenure in composition [in the Department of English and Journalism at Western Illinois University]?

Arguments Cited For the Proposal

1. I believe this is the only way we can do anything meaningful for our instructors. They are professionals who deserve our respect.

2. The department is a community, and the community can't continue to devalue some of its members.

3. My vote is cast out of respect for my present colleagues who work hard in their teaching and who demonstrate continuing growth in their discipline. My idea of a university does not suffer because they, as instructors in a union-management-administration system, seek tenure as a means of realizing a decent salary....We are now concerned with a decent living, with professional remuneration for professional services rendered. I would remind those who would hold on to the residual distinctions from the "old idea of a university" that we still have professorial ranks to discriminate levels of achievement. Tenure simply assures legal protection for the rights of academic freedom.

4. The department already accepts the M A. as a tenurable degree for specialists in journalism. Writing specialists should receive the same consideration.
The likelihood that some instructors will lose their jobs makes tenuring a matter of importance beyond the salary issue. Further cuts could threaten the jobs of people who have performed their jobs at high levels for years. The composition faculty need job protection, too. Their fate affects us all.

5. Hallie Lemon (in a letter to Dean of A&S): We have tried every other way of raising our salaries including petitions to the administration, conferring with a lawyer on contract language, taking our concerns to the negotiating table, and meeting with the Provost at his request.
[The Chair] says that only a few of us would be affected, yet presumes to make our choice for us so that none can even try. He won't let us take the risks--for our own good?
The double standard he refers to already exists in the Department of English and Journalism; a colleague who just completed his M.A. in Journalism was immediately placed on the tenure-track.
I believe that new Ph.D.'s in composition would be delighted to teach in an institution which treated the teachers of writing with enough respect to place them on the tenure track at the Instructor rank because it shows the institution values the teaching of writing. We would not be competing with them because we would not be teaching upper level courses nor advancing through the professorial ranks.
If we take our students at Western as the bottom line..., they are best served by the current composition staff. We like to teach freshman composition; we work hard one-on-one with our students and know from experience and study which are the best strategies to use. If we were replaced with Ph.D.'s in composition (assuming you could find any who would be willing to teach for the salary we are asking for as Instructors of Composition), they would need to teach upper level courses, do research and publish in order to be promoted.

6. Randy Smith:(comments on ballot)...<u>collectively</u> the tenured faculty in English has shown no real interest in or enthusiasm for this department's writing program; that faculty, as a group, has no vision of what it wants its

department's writing program to be ...."benign neglect" is the most positive way I can describe the tenured faculty's position toward the writing program of the last twenty years....That group is left with several questions too important to be left largely with those ineligible for tenure.

No one supporting the instructors' proposal has ever suggested that anyone be tenured without having first demonstrated scholarly engagement.

[To counter charges that the proposal won't work]:We've become so good at squelching our own ideas before they get started that we may no longer need people outside our department to tell us what we can and cannot do.

Having a writing program staffed by tenured instructors is potentially prestigious, not lacking prestige. In fact, by acknowledging that our mission is to provide undergraduate education, this department might even help attract students by emphasizing that Freshman English is taught by a professional staff rather than by reluctant or resentful Ph.D.'s.

[To counter the stagnation charge]:Preventing individual stagnation is hard to implement as department policy. Wanting the best teachers available for our program and working to keep them is a better policy and easier to implement.... Is someone immune to stagnation once she earns a Ph.D.?

7. Joan Livingston-Webber: (in a letter to the Dean) The union has already rejected negotiating for "continuing faculty" as a contractual category. The writing faculty were told that the administration negotiators would not consider any continuing status for "temporaries" because it's "too much like tenure"-- and therefore not appropriate to deal with at the bargaining table.

Given the minimal publishing record of some tenured department members (which I am, in principle, not at all opposed to), many writing faculty are already commensurate in teaching, research, service, and length of service with several tenured faculty.

Academic freedom: When a composition class investigates date rape or JFK's assassination or women and the mental health establishment or when a student's religious fundamentalism is challenged by readings, teachers of freshmen composition make themselves vulnerable. There is no justification for those among the most likely to be challenged to have no protection.

Recognizing through tenure the professionalization of writing faculty (and writing instruction) is one very significant way to maintain the standards of the teaching of writing and the integrity of the writing curriculum.

My sense of the marketplace (both in terms of WIU's hiring and the number of PhD's granted in any given year) is that MA's will constitute most writing faculty for many years.

APPENDIX 7: Proposed by a Tenure-Track faculty member for discussion in BUM-A meetings

A Modest Proposal

Although the current situation of the instructors is deplorable in regard to salary, this does not necessitate the alteration of the current structure of advancement established within the department. For my point of view, what has created the current "crisis" of conscience in the department was the exportation of an internal departmental matter to the administrative level of the university; it could have (and should have) remained a departmental matter, since to involve outside forces in the determination of our academic standards sends a message beyond or above that we cannot come to grips with our own problems. Of course, the obvious result of this deferral of responsibility was the suggestion made by the provost that the establishment of tenure-track instructorships would bring them to another level of contractual negotiation, thereby maximizing the possibility for additional remuneration. This obviously confuses issues of money and standards that have proved divisive.

Yet, now that the matter has reached this stage, I believe that the best possible approach would be to regain control of the process and use it as an occasion for strengthening the department as a whole. With this in mind, I have the following suggestions to make.

Proposal One

The department should adopt the proposal offered by CCCC: "Departments offering composition and writing courses should rely on full-time tenured or tenure track faculty" (331). However, I also further endorse their secondary proposal that the instruction of such courses should "not be limited. . . to those faculty members whose primary area of scholarship is rhetoric and composition" (331). This last item addresses the need to interrelate rather than separate the teaching of composition and literature, an attitude that I endorse. The level of instructor should, as a long-term goal of the department, be eliminated in favor of fully-trained, tenure-track faculty; this means that the terminal degree for such tenure-track positions should be the doctorate rather than the master degree.

The master of arts with a concentration in composition is not recognized as a terminal degree at any current institution within my knowledge, given the proliferation of doctoral programs in the last decade dedicated to Rhetoric and Composition. Of course, as the positions are currently defined (rigorous course loads and small salaries), the pool of applicants for these positions is, in the estimate of those familiar with past searches for instructors, predominantly individuals with master of arts degrees. The elimination of the rank of instructor would, admittedly, create a vacuum of instruction and necessitate a re-thinking of the workloads currently in place within the department.

Proposal Two

Funds currently allocated for instructor slots should be collapsed into fully-funded, tenure-track positions with salaries in line with those currently in place for tenure-track lines in other fields. Thus, $17,000 x 25 instructor positions = $425,000. This amount would allow the hiring of between 14 and 15 tenure-track positions at a rate of approximately $27,000 - $30,000/nine month contract. If these positions, at this salary rate and with tenure-track status in place, were advertised, I suspect that the qualifications found in the pool of applicants would be at the level of ABD or PhD, since rhetoric and composition programs are aggressively seeking to place their graduates.

Of course, replacing 25 people with 14-15 people does not match the current need for qualified instruction at this level within the program, but there are other mechanisms for meeting the demands, mechanisms that address the second suggestion made by CCCC.

Proposal Three

Additionally, to meet the demand for coverage of composition courses, several levels of the department would require modification. Basically, all tenure-track professors, regardless of areas of specialization, would be

APPENDIX 7 (cont.)

required to teach composition courses on an annual basis. Actually, in the past two institutions within which I have worked, this suggestion was enacted to answer criticism that the "best" professors (as defined by scholarly achievement and professional activity in any given area) are often distanced from instructional activities, especially at the entry-level. Since we can all agree (I think) that composition courses are the hardest courses to teach in the curriculum, such courses should receive our best-trained professors to meet the challenges of the subject matter; such courses are hardest, not because (as so many literature professors have often complained) that it is a course without content but rather because such courses must directly confront a lifetime of bad writing habits, habits often neglected in secondary education situations. Writing, like speaking, is something that Freshmen have done for a lifetime, and they enter the university with the assumption that they already know how to write. Thus, unlike other entry level courses like mathematics or physics, composition courses attempt to refine a body of knowledge rather than introduce "new" knowledge.

Of course, merely re-allocating the work-load of tenure-track professors and hiring new rhetoric/composition professors still does not match the demand for composition courses at various levels of complexity. To meet this further demand will require the modification of instruction through the teaching assistants within the graduate program.

Proposal Four

Currently, graduate students entering the program provide instruction in the Writing Center during their first year and move into the classroom during their second year. I propose that all graduate students entering the program, except for those funded outside of the department, be thrust immediately into the classroom. This would provide them an additional year of pedagogical training, thus making them better teachers, and would also help cover the current demand for composition courses.

Admittedly, this would seem to conflict with my demand to place the best (most experienced) teachers in composition classes; however, by providing them additional support from the program, we can mitigate this problem. First, I would suggest that we offer an annual workshop prior to the beginning of the semester, taught by those professors best-trained in composition technique, and all graduate teaching assistants would be required to attend. Second, each graduate student would be assigned a faculty tutor, who would observe (at least twice a semester) courses taught by the graduate students and who would assess (again at least twice a semester) graded essays from that graduate student's courses. This would further promote closer ties between graduate students and faculty by crafting an occasion for their interactions throughout their graduate careers at WIU.

Conclusions

I will admit that my suggested proposals would require increased work from all of us. However, I think it would be a mistake to take the path of least resistance, granting tenure-track status to instructors, with the assumption that this status would be overturned at a higher level of administration. Again this places ultimate responsibility for the resolution of internal matters in the hands of others rather than ourselves. I also believe this would be a mistake, since it requires our designation of the master of arts degree as a terminal degree, at the local level, in contradiction to trends in the wider sphere of our profession. Furthermore, I recognize that my proposals would necessitate considerable reorganization within the department itself, but I believe the benefits--the creation of a significant number of tenure-track lines within the department, the increased cross-fertilization of the disciplines of literature and rhetoric & composition, the intensification of pedagogical training for our graduate students, and the strengthening of the academic credentials within individuals in the department--would outweigh the liabilities.

I also hasten to add that the current instructors need not be left out of this process. I believe that the instructors currently in place can be encouraged to undertake pursuit of further academic training in their disciplines, which would be of individual benefit to them. I argue that those that enter doctoral programs concentrated in rhetoric & composition should remain in their positions, since the proposals I have suggested (as indicated above) are long-term goals. To those that voice no inclination to complete their studies of a fast-growing and complicated discipline, it should be made clear to them that their long-term standing in the department is dependent upon their seeking a terminal degree within their area.

APPENDIX 7 (cont.) A Response to the "Modest Proposal" by Director of Writing

Since it was suggested that comments in writing would facilitate our discussion this afternoon, I'd like to respond briefly to the proposal to hire PhDs in Composition/Rhetoric to staff the writing program (the "Modest Proposal"). First of all, I'd certainly be delighted to have additional composition PhDs in the department. In fact, for the past few years I've suggested that we include at least one among our position requests. I see some problems, however, in the suggestion that we get these new positions by replacing the present MA instructors.

1. The proposal shows how 24 temporary instructor positions could be collapsed into 15-16 assistant professorships for PhDs. This change would obviously reduce the number of composition sections covered by the composition staff simply because there would be fewer of them. The reduction, however, would go beyond that. It is unlikely that new assistant professors in composition would remain content with a recurring schedule of 100, 180, and 280. Such a schedule would be comparable to giving an assistant professor in literature nothing but 195, 200, and 202, with the prospect of that same schedule every year.

New PhDs in our department have been able to teach both upper-level and grad courses in their areas of specialization. It is reasonable to expect that all fifteen of the proposed composition PhDs will want to do the same, thus reducing further the number of lower-level composition courses covered. The assertion that there are a great many new PhDs in composition--enough to make a job that was limited to teaching lower-level courses seem attractive--is not yet true. Despite a number of new doctoral programs in composition and rhetoric, there are not yet enough qualified graduates to fill positions already being advertised. A look at the MLA job list will indicate the number of tenure-track positions currently available.

2. According to the proposal, literature faculty could be invited to teach sections of composition in order to make up the difference between the courses the temporary instructors now teach and those that PhDs in composition could teach. Such composition assignments were, till recently, an expectation in the department, albeit an expectation that was vigorously resisted by some faculty members. In some cases the composition assignment was so dreaded that various substitutions were developed.

I need not appeal to arguments about the problems of requiring faculty to teach courses they dislike, or about the need for expertise in writing instruction. A look at the department's scheduling and enrollment patterns in recent years will indicate that this part of the proposal will not work. That pattern is a result of increased demand for basic curriculum classes in literature. That demand has, in fact, increased to the point where we are currently unable to offer enough courses. Just this summer the Dean overruled our class size limits in order to provide more seats in basic curriculum courses to incoming students. To require literature faculty to teach even one writing class a year would mean moving them out of much needed classes for basic curriculum students, majors, or graduate students.

It occurs to me that I may serve as an illustration here. I have indicated not only my willingness to teach writing classes, but my preference for them. In spite of that, both last year and this year one quarter of my teaching load has been (is) in literature.

3. The suggestion that we could cover additional composition classes with graduate students presents yet more problems. We currently have 14 TAs (who teach 28 sections per semester) and 9 GAs, seven of whom work as tutors in the Writing Center. To change the 9 GA positions to TAs would allow us to cover 18 more sections per semester. But it would leave MVR, EL, the Writing Exam, and the Writing Center without support. We would need to find some additional way to staff those needed positions.

(By the way, for those who may not be aware of it, the writing program does provide pre-semester training for both the TAs and the GAs. Further, all TAs are provided with a faculty mentor from the Writing Committee. And instructors are involved in both the training and the mentoring. The hiring distinction that is made between TAs and GAs is not whether they are first-year or second-year students. Any student who presents teaching or student-teaching experience or experience as a writing tutor is eligible to apply for a TA position.)

One other way to increase the number of TAs is to increase the number of graduate students. To do this we would need to solicit additional TA funding from the Dean, funding which comes from the same budget as faculty salaries. We would, of course, need to accommodate these additional graduate students with additional graduate classes, thus increasing the demands on the tenured/tenure-track faculty.

4. Finally, I'd like to clarify a couple of assumptions in the comp-PhD proposal. First, the introduction echoes a statement that others have voiced, regretting that this issue has gone outside the department. In fact, the department itself originally took the issue "outside." In a letter (undated, but apparently sent early in 1989), 57 members of the department appealed to President W_____ to "use the full power of your office to initiate dramatic public action to rectify the injustice of our English instructors' salaries." Copies of the letter were sent to the Dean and the Provost. Subsequently, several people talked to the Provost, and he finally suggested that he'd be willing to meet with the instructors. It was at that meeting that he characterized the instructors as "volunteers," and tried to identify a workable way to improve their salary. Of the suggestions made at that meeting, only the idea of moving at least some instructors to Unit A of the contract emerged as workable.

The second erroneous assumption actually originates in the Instructors' Committee's October 11 letter to the department. The error is in the suggestion that an MA can be considered a "terminal degree." The term should be <u>tenurable</u> degree. The union contract makes the distinction between terminal and tenurable degrees. The terminal degree is a requirement for promotion to Associate Professor in all departments. Each department, however, has the right to name the appropriate tenurable degree, as the English department has done in accepting the MA for tenure in journalism.

I've taken the time to write extensively about this one proposal because it was suggested at last week's meeting that it should be the initial focus today. And while it's taken me a lot of space to record these observations, it would have taken me far longer to try to explain them all in the meeting. I continue to support the instructors' proposal for tenure-track positions, but I do hope that today we will have the opportunity to discuss the many other variations that T_ listed in his memos to us last week.

APPENDIX 8

January 20, 1992 Instructors' Meeting

Members Present: Jahraus, Hansen, Hoyle, Sears, Lemon, Courter, Jacobus, Smith, Purdy, Fay, Kemper, Parkinson.

Chair Jacobus outlined an agenda of four topics to consider by the members. The following outlines are the product of the discussion which followed.

1. Mission
   A. To maintain quality undergraduate instruction in writing
   B. To improve the status of teachers of composition to remove obstacles which affect the quality of instruction.

2. Possible Objectives for the Semester
   A. Try to get on the Scheduling Committee
   B. Make composition instructors more visible across campus
   C. Document majors of those who fail the placement essay
   D. Get a vote on the tenure proposal
   E. Have a department meeting with the Dean
   F. Align with Journalism division of department
   G. Ask the department for three year contracts
   H. Committees for other departments
   I. Determine the process to be called Assistant Professor

3. Implementation Strategies
   A. No service on departmental committees - mixed responses
   B. Get nominated for #1 Team Award for 1992-93
   C. Contact other departments to see if they would be interested in workshops presented by instructors
   D. Write to other departments to inquire of writing needs
   E. Get a response from the professorate to tenure proposal
   F. Find out the number and qualifications of applicants
   G. Send a letter to the Union
   H. Invite the Provost to talk to department on budget cuts
   I. Ask Maurine (Union President) about the time limit on the tenure proposal

(Re: Item C. We already have contact/inquiry with LEA, ED/Reading, Ag, Marketing, Business, Accounting, El Ed, CAGAS, WESL)

[Agenda item 4 concerned contract negotiations and was eliminated from CCCC's handout even though our meager gains were relevant.]

Respectfully,
Joyce Sears, Secretary

Tabulation of responses to Session H-22, CCCC 1993
The Permanent Temps' Lament

15 response sheets returned at end of session:
1 returned by mail Total = 16 responses

1. Should English departments at Research/Teaching institutions offer tenure to their MA Instructors of composition?
Yes: 15 (one of those added "of course") No: 0

The one who didn't check yes said,"I think there are so many variables that it would have to be decided school by school."

Other comments: Certainly, according to agreed upon and clearly stated criteria as discussed in this session. I worry for instructors at Oregon State, though, who are tenured as teachers with a heavier course load than other faculty but expected to stay active and creative as well. Burn-out seems possible no matter how much one loves one's work.

We also have non-tenure track PhD's as Instructors (same salary).

There is also the term "continuing status." It is used at some institutions. Perhaps that should be the universal term for everyone-staff, faculty, administrators.

Composition is the backbone of any English department and universities at large and PhD faculty not majoring in comp but teaching it.

2. Do you believe your institution should offer tenure to the MA instructors of composition?
Yes: 15 No: 0
(The one who said no on #1 said yes here)
The one who didn't check yes wrote, "The story at my institution is a different lengthy one!! A yes or no answer would be misleading."

Other comments:But we have yet to hire someone with credentials in on a specialty in teaching comp, MA or PhD; our dean feels comp is not a real discipline and will only hire lit PhD's.

I teach at a community college.

We have MA Instructors with 5-12 years or more of experience, publications, committee work, etc. The lack of job security is an insult to qualified, hard-working instructors. Old professors are getting away with murder whereas lecturers have to beg to have our contracts renewed.

SMSU, Springfield, MO, hires instructors on renewable one-year contracts up to five years. No possibility of tenure.

But it would be preferable to open positions as full-time faculty in composition, with all the rights and status of any faculty members-in effect on a tenure track-with the appropriate reviews and evaluations and responsibilities or you remain second class citizens and vulnerable.

Our circumstances are quite similar to yours (nature and mission of university).

(Respond to individual presentations) No one did but wrote the following comments in the space: You were all great; I won't use a dividing policy to rate the presentations. Continue working as a group: you are on the right track.

All strong, detailed, clear, useful--the interaction in the dialogue was most helpful. The detailed handout is terrific, too.

I got a lot out of all the presentations.

Very fine. The handouts helped. Thank you.

You were all wonderful: honest, down-to-earth, specific.

I admire all of you a great deal. I hope that the situation can change.

Excellent

An effective team.

You are all equally impressive, well-spoken, and highly qualified.

Excellently done. I enjoyed how each of you presented briefly and kept things moving.

APPENDIX 9 (cont)

3. Evaluate the overall presentation:

It was an enlightening presentation; keep the crusade moving; do not give up; yours is a cause worth fighting for to the end. I am a double minority; I know what it means to crusade for humane treatment--not to mention professional!

It was clear, well-organized, and very professionally presented.

Excellent. Eloquent. The two things that stand out for me--"If I'm not better than a composition teacher, who am I better than?" and "common-law tenure!" How about just using the term non-tenure track faculty instead temp or PT? That's what I've been doing lately. Thanks!

(Call MA teachers, Instructors, simply that). Great cooperation among the presenters. I could feel how much you approach your work as teachers (rather than as self-important lecturers). Good to listen to.

Clear, well-prepared. Better timing than some presentations I have attended.

I came in late--but it certainly sounded like some of the same problems/attitudes/desires we are working with at VCR. We have, because of the union, achieved some decent contracts, but we are certainly considered--by "regular" faculty--to be dispensable and interchangeable.

Excellent--well-organized narratives. At times moving!

I think you did a remarkable and thoroughly professional job. I think your students are fortunate to have you.

You were very persuasive here. Persuasion only works with reasonable people; you didn't have a reasonable audience at WIU.
Signed, Duane Roen, after July 1 Director of the Writing Program at Syracuse University.

Excellent.

Excellent job--thank you for raising these issues.

This presentation really hit home for me since my department currently is in the midst of a tenure-track battle. Many of the same arguments discussed here arose in our situation.

Yours is the best I've heard so far. We are going through similar considerations at Oakland University in Rochester, Michigan--but we're at a far earlier stage of consciousness, organization, etc. (Interested in corresponding: signed Catherine Haar).

All of these people are clearly professional. Their arguments would, or should, persuade any reasonable person that tenure is both necessary and just for people in their position.

Your session was touching. I felt both anger and sorrow. Please see the other side of this sheet for my personal narrative. (Wartburg College in Waverly, Iowa).